

EDUCATION

Targeted Environmental Scan: Working Document

Prepared for the Governor's Interagency Council on Health Disparities

Updated August 2008

This document describes known programs that work to reduce the academic achievement gap for communities of color.

Academic Achievement Gap Studies

During the 2008 Washington State legislative session, Second Substitute House Bill 2722, which addressed the academic achievement gap for African American students, was passed and signed into law. The bill authorized the Center for the Improvement of Student Learning at the Office of the Superintendent of Public Instruction to convene an advisory committee to conduct a study of the academic achievement gap and develop recommendations for closing the gap. Similar provisions were included in the supplemental budget (Engrossed Substitute House Bill 2687), which authorized the Governor's Office of Indian Affairs, the Commission on Asian Pacific American Affairs and the Commission on Hispanic Affairs to study and create recommendations to reduce the academic achievement gap for Native American, Asian, Pacific Islander, and Hispanic students, respectively. Each of the five studies is funded at \$150,000. While there are some differences between the individual studies, each will result in a comprehensive plan for closing the achievement gap and identify performance measures to monitor progress. Study updates are due by September 15, 2008 with final reports due by December 30, 2008.

Washington Health Foundation

The Washington Health Foundation (WHF) advocates for policy and legislation that will create or fund programs to reduce the academic achievement gap. Recent bills and budget initiatives on education targeting low-income students and English-learners are summarized in the WHF's 2008 policy priority document titled, "Health Equity through Education Equity" (see attached). In addition, WHF, in collaboration with a number of sponsors and partners is organizing the second annual *Healthy Schools Summit: Closing the Achievement Gap by Serving the Whole Child*. The purpose of the summit is to discuss how healthy schools can boost academic performance and close the achievement gap.

Each Student Successful Summit

In May 2007, the Washington State Department of Health, Office of the Superintendent of Public Instruction, and the Washington State Board of Health, in collaboration with a number of partners and sponsors held the Each Student Successful Summit to explore policies that impact both the academic achievement gap and health disparities. As a result of the summit, a final report was disseminated, which highlighted key themes emerging from the Summit including best practice, advocacy, and community collaboration. The three primary steps for moving forward and addressing the issues brought up at the Summit included the need to: (1) identify key message about the link between health disparities and the academic achievement gap, (2) identify key priorities and develop a focused and strategic approach to moving forward, and (3) identify funding to continue this important work. As a part of the planning and follow-up to the Each Student Successful Summit, partner organizations have been creating a matrix which will identify programs and policies (at the school, school district, and state level) that address both health disparities and the academic achievement gap. Programs and policies will be rated as

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promising or based on best practice depending on the strength of the evidence for their efficacy. The areas of health disparities identified include: nutrition, physical activity, substance abuse (including tobacco), and mental health. The academic achievement gap will be measured by WASL score, graduation rates, attendance, and other measures. This work will be disseminated through a number of avenues and should be completed in 2008.

Coordinated School Health in Washington State

Washington is funded by the Centers for Disease Control and Prevention as a Coordinated School Health Infrastructure State. The mission of the Coordinated School Health Program is to ensure healthy schools and healthy, successful students by coordinating policies and programs and encouraging school, community and family partnerships through shared information and communication. The Coordinated School Health model includes eight interconnecting components: nutrition services, physical activity, health education, health services, counseling and support services, healthy school environment, health promotion for staff, and family/community involvement. One outcome of this project is the Healthy Schools Successful Students Website, which hosts a page with resources and information on the link between academic achievement and health. In addition, training, technical assistance and small grants are available to districts interested in implementing coordinated school health through the Healthy Schools Leadership Program. The current cohort of 12 school district teams will be working with Department of Health and the Office of Superintendent of Public Instruction through 2008.

Navigation 101

Navigation 101 is a life skills and planning program for students in grades 6-12. It was originally developed by the Franklin Pierce school district and has since been expanded, such that in 2007-2008, over 200 schools in 95 school districts received grants from the Office of Superintendent of Public Instruction (OSPI) to implement Navigation 101. In Navigation 101, students participate in biweekly small-group advisory sessions led by a teacher. The Navigation 101 curriculum is focused on academic, career, and personal/social development and is based on academic and guidance standards. One goal of Navigation 101 is to equalize student opportunity so that every student has meaningful choices after high-school, not just those whose parents can help them along. Evaluation of Navigation 101 shows that the program results in more students, including low-income students, enrolling in “gatekeeper” courses, i.e., those challenging courses that are an important determinant to a student’s success in post-secondary education. Currently, the Franklin Pierce school district is piloting an Elementary Navigation curriculum for grades K-5. In addition, OSPI is exploring ways to provide extra support through Navigation 101 for students with special needs, such as English language learners, migrant students and students in alternative schools.

Building Bridges Dropout Prevention, Intervention, and Retrieval Program

Building Bridges is a grant program created during the 2007 legislative session to fund partnerships of schools, families, and communities to develop comprehensive dropout prevention, intervention and retrieval programs. The program is administered by the Office of Superintendent of Public Instruction. Eligible grant recipients include school districts, tribal schools, area workforce development councils, educational service districts, institutions of higher education, vocational skills centers, tribes, and community and non-profit organizations. The

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program serves at-risk middle and high school students; targeted student populations include youth in foster care, the juvenile justice system, and special education or youth that have dropped out of school. Currently 15 programs are funded under the Building Bridges grant program, and while all programs work with students of color, several programs are specifically focused toward those students. For example, the Suquamish Tribe, in partnership with the Port Gamble S'klallam Tribe is developing a dropout program for Native American students in the North Kitsap School District. Similarly, the Reinvesting in Youth project aims to reduce dropout rates among Native American, Hispanic, African American, Limited-English Proficient, and foster youth in King County and the Northwest Community Action Center will work to reduce dropout in communities in Yakima Valley and on the Yakama Indian Reservation. In addition a state-level workgroup has been convened to develop recommendations for improving dropout prevention, intervention, and retrieval programs.

OSPI Migrant and Bilingual Education Program

The State Office of Superintendent of Public Instruction (OSPI) implements the Migrant Education Program, in partnership with schools, communities, and families, to support the educational and health needs of migrant students. The program receives federal funding to provide support services directly or through subcontracts with local school districts. Services include supplemental academic programs, preschool programs, family home visits, leadership opportunities and summer school programs, among others. In addition, the program administers the migrant education health program to provide health care services to migrant students, under the principle that healthy students are more likely to achieve their fullest educational potential. The program receives consultation from the Washington State Migrant Education Advisory Committee, which consists of parents and students as well as teacher and school representatives. OSPI also implements the State Transitional Bilingual Program (STBP) with the involvement of parents, educators, and community to address the needs of students from linguistically and culturally diverse backgrounds and to help them achieve performance standards. The STBP provides additional funding to school districts to provide services to English-language learners. In the 2005-2006 school year, program expenditures were \$72.5 million, of which \$58.5 million were from state appropriations, and the program served 92,374 students. Research demonstrates that English-language learners are more likely to succeed if they have significant instruction in their primary language. However, less than 9% of students served received instruction in their primary language, largely due to a shortage of qualified bilingual teachers.

Washington State Achievers Program

The Achievers Program works to address the disparity in college graduation rates faced by low-income students. The program is funded by the College Success Foundation and the Bill and Melinda Gates Foundation. Through the program, about 500 low-income students receive scholarships and mentorship each year. Eligible students must attend one of the 16 high schools serving large low-income populations that are committed to encouraging high school redesign efforts that raise academic achievement and increase college enrollment and completion rates of all students, particularly low-income students. The program began in the 2000-2001 school year and will continue for a thirteen-year duration in the 16 high-schools.

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Washington MESA Program

The Washington Mathematics, Engineering, Science Achievement (MESA) Program assists African-American, Native American, Latino, and female students prepare for college in mathematics, engineering, and science. The program starts in elementary school and continues through high school. MESA services consist of enriched math and science classes, clubs, after-school and summer programs, pre-college advising and support, participation in national conferences, internships, mentoring programs, parent workshops, and professional development for teachers. The Washington MESA office is housed in the University of Washington's College of Engineering and coordinates programs in five centers across the state. The Seattle MESA program is sponsored by the University of Washington; the Tacoma program is sponsored by Pacific Lutheran University; the Yakima Valley/Tri-Cities program is sponsored by Washington State University Tri-Cities; the Southwest program is sponsored by Washington State University Vancouver; and the Spokane program is co-sponsored by Washington State University Spokane and Eastern Washington University. Each program is organized independently with a local advisory board, center director, MESA coordinators, and MESA teachers.

Office of the Education Ombudsman

The Office of the Education Ombudsman promotes equity in education and the academic success of all students attending elementary and secondary public schools by providing information to students, families, and communities regarding the school system, promoting family and community involvement in education, helping resolve conflict between families and schools, and by providing policymakers with recommendations to improve the education system. Services are delivered through one-on-one education and consultation, workshops, and publications.

Campaña Quetzal

Campaña Quetzal is a coalition of Latino educators, parents, youth, and concerned citizens who are committed to eliminating the academic achievement gap for Latino students. The coalition was first organized in 2004 to plan for and hold the Latino Education Summit (which was held in Spring 2005). The goal of the Summit was to affect change in the Seattle Public Schools. Campaña Quetzal has developed resolutions and call to actions on topics such as community empowerment and participation, early childhood education, recruitment of Latino instructional staff, the disproportionality of discipline, and the cultural, linguistic and academic needs of the Latino community, among others. In 2007, the Legislature provided \$150,000 in its biennial budget to Campaña Quetzal to further its efforts to reduce the academic achievement gap for Latino students.

Proyecto Saber

Proyecto Saber is a bilingual/bicultural tutoring program that provides academic support and cultural studies to Latino students. It was created by concerned members of the Latino community and launched by the Seattle School District in 1975. Approximately, 250 students are enrolled in Proyecto Saber courses at Chief Sealth High School, Ballard High School and Denny Middle School. The course provides homework assistance, workshops on topics such as racism and leadership, lessons on Latin American authors, a mariachi club, a youth club, and an annual Cinco de Mayo assembly. In its resolution on Proyecto Saber, Campaña Quetzal states that it is

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the only effective program to meet the educational needs of Latino students and that it has reduced the drop-out rate among students it serves to 7% and increased college enrollment.

Asian/Pacific Islander American Think Tank (APIATT)

The APIATT was first established in 1998 when the Office of Superintendent of Public Instruction convened representatives from communities of color to recommend strategies to improve the academic success of students from diverse racial/ethnic backgrounds. The APIATT continues to meet and works to address the academic needs of Asian/Pacific American students and to improve the public education system so that all Asian/Pacific American students can succeed and reach academic standards. One area of focus of the APIATT has been the disaggregation of student data to individual ethnic groups represented within the broad Asian/Pacific American category.

Safe Futures Youth Center

Safe Futures Youth Center (SFYC) was founded in June 1996 as a City of Seattle Human Services Department-operated program targeting at-risk Southeast Asian youth and families. The Center became a non-profit organization in January 2000 and expanded its services to additional communities, including High Point's East African, African-American, Latino, and Pacific Islander populations. SFYC has a Motivating Youth to Succeed in Academics (MYSA) Program, which provides tutoring and homework assistance to middle school and high school youth and to youth who are preparing for the WASL and GED. Staff and volunteers assist youth daily in a variety of subjects and help with homework. MYSA also has support through dedicated case management services. The program has access to student records through the schools and tracks student attendance and academic strengths and weaknesses. There is one full-time staff person and six additional staff that provides support as needed, in addition to using 5-10 volunteers per year. The program also has a bilingual parent group to teach Cambodian parents about the school system, including how to read report cards and how to communicate with the schools.

Black Education Strategy Roundtable

The Black Education Strategy Roundtable is an advisory group convened by the Commission on African American Affairs. The original goal of the Roundtable was to participate in and respond to the Washington Learns process in 2006. A steering team has since been convened and the group has decided to keep working indefinitely. It now works to support and advance new policies and programs to help Black students succeed at all levels of education.

African American Academy

The African American Academy is school providing African-centered education for students in grades K-8 across the Seattle Public School District. It was founded in 1990 as one of ten programs approved by the Seattle Public School Board to eliminate disproportionality and improve academic achievement. The Academy incorporates the involvement of Africa and African Americans in US and world affairs, both historically and in the present day through supplemental learning materials and classroom activities. Through the Academy, students learn about their heritage along with language, math, and science.

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Black Child Development Institute—Seattle Affiliate

The Seattle Affiliate, which is part of a national network of affiliates, addresses the needs and issues facing African American children in the greater Seattle and South King County areas. The Seattle Affiliate monitors school district programs, social service agencies and other child development organizations. The affiliate has an African American Parents Helpline, which assists parents to resolve school problems such as suspension, special education, academic progress and discipline.

Huchoosedah Indian Education

Huchoosedah Indian Education is a federally funded program that assists Native American, Alaskan Native, and American Indian students in Seattle Public Schools in grades K-12 to succeed in school. Services include after school programs, academic tutoring, mentoring, coordination of home and school needs, student advocacy, cultural events, and college preparatory services.

Seattle Public Schools Flight Project

A total of \$4.3 million was provided in the 2007-2009 operating budget to fund the “Closing the Achievement Gap – Flight Program”. The Department of Community Trade and Economic Development is the fiscal agent for this program which is administered through the Seattle Public Schools in partnership with the Seattle Education Association. The intent is to close the academic achievement gap for students of color and students in poverty by promoting parent and family involvement and enhancing social-emotional and academic support for students. An evaluation of the impact of the program on class size, graduation rates, student attendance, student achievement and closing of the academic achievement gap is due by June 30, 2009.

African American Rites of Passage Summer Academy

The African American Rites of Passage Summer Academy is a four-week program designed to address the academic, social, career and cultural needs of middle and high school students in Clark County. The program is administered through the Vancouver Branch of the NAACP and is held on the main campus of Clark College.

Northwest Community Action Center

The Northwest Community Action Center, an affiliate of the Yakima Valley Farm Workers Clinic offers a number of programs in partnership with Yakima Valley school districts to help students and families succeed. For example, it coordinates 21st Century Community Learning Centers to provide youth tutoring and homework help, academic enrichment, college preparatory activities, technology education, supervised recreational opportunities and services for youth with disabilities in seven school districts with high numbers of Hispanic students. The goals of the Community Learning Centers are to improve academic achievement in reading and mathematics and increase parent involvement and English proficiency and literacy levels of parents. In addition, it implements Readiness to Learn Programs in collaboration and partnership with eight Mid-Valley school districts and community service providers, administers the ConneX program (discussed in the targeted environmental scan document for Health Care Workforce Diversity), and coordinates GEAR UP activities (see below).

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YMCA Black Achievers Program

The Black Achievers Program assists African American youth and teens develop a positive sense of self and set high education and career goals. The program provides positive role models and exposes students to diverse career options.

GEAR UP Programs

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a discretionary grant program of the U.S. Department of Education. GEAR UP is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year State Grants and Partnership Grants to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students. The Washington State GEAR UP program is a partnership of the Higher Education Coordinating Board, Office of the Governor, the University of Washington, College Success Foundation, and a number of national, state, and local organizations. The program will prepare 1,000 low-income seventh graders for college success by providing intensive tutoring, mentoring, and college/career planning information throughout their middle and high school years. The University of Washington offers professional development activities for teachers and summer institutes for GEAR UP students. In addition, Washington has received several past and current Partnership Grants, serving schools in Yakima Valley, Skagit Valley, the Columbia Basin, and the Okanogan Valley with large numbers of Hispanic and Native American students.

Washington State Department of Early Learning Partnerships and Activities

Head Start is a program serving children ages birth-five that promotes school readiness by providing educational, health, nutrition, and social services. Programs include: (1) Head Start, serving about 12,000 children through 28 programs, (2) Early Head Start, serving nearly 2,800 pregnant mothers and children in 20 programs, (3) Migrant/Seasonal Head Start, serving nearly 3,000 children of migrant and seasonal workers through the Washington State Migrant Council and Enterprise for Progress in the Community, and (4) American Indian/Tribal Head Start serving about 1,300 children and their families through 17 programs. The Department of Early Learning implements the Head Start-State Collaboration Office (HSSCO) to develop partnerships that benefit low-income families and children. One project of the Collaboration Office was the Rios de Cultura (Rivers of Culture) Coalition in the lower Yakima Valley. In partnership with the Migrant/Seasonal and American Indian/Alaska Native Head Start Collaboration Offices, the HSSCO is currently assisting the Coalition to develop a plan for building a community-based early learning system grounded in culture and language.

The Early Childhood Education and Assistance Program (ECEAP), which was established by the Legislature in 1985, is a school readiness program serving low-income three- and four-year olds. The program is comprehensive, offering early learning, parent support/involvement and health and nutrition services. ECEAP is administered by DEL, with services provided by 40 contractors in 38 counties (data for the 2008-2009 school year). Contractors include Education Service Districts, school districts, community colleges, local governments and non-profit organizations. Of 8,183 children enrolled in ECEAP during 2007-2008, 94% lived at or below 110% of the

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federal poverty limit. Upon enrollment, 35% of the children were in need of a medical exam and 56% were in need of a dental exam. A total of 31% spoke Spanish and 6% spoke a language other than English or Spanish at home.

In December 2007, the Department of Early Learning provided \$320,000 to fund 22 local, culturally-relevant parent support projects. Examples of funded projects include offering parent education to rural college students, supporting a traveling science and math display at local community centers for children to explore math and science concepts in a hands-on setting, bringing together Tribal Nation families for a monthly community family night of dinner and literacy activities, and supporting recent east African immigrants as they help their children transition into traditional American schools.

The Department of Early Learning partners with Thrive by Five Washington and the Council for Children and Families (formerly known as the Washington Council for the Prevention of Child Abuse and Neglect), among others, to fund programs throughout Washington to support early learning opportunities, support families and promote healthy child development.

Discussion of Statewide Gaps and Sustainability

The following concerns and possible solutions were brought up by contacts working on programs and activities to support the educational needs and reduce the academic achievement gap for students of color in Washington State.

- Several stakeholders have agreed that the Council, if it chooses education as one of its top five priorities, can build on previous activities. As examples:
 - ✓ The council can endorse the recommendations that come from the academic achievement gap studies.
 - ✓ The Council can build on the health disparities and academic achievement gap program and policy matrix.
 - ✓ The Council can take on the next steps to address the issues brought up at the Each Student Successful Summit.
- Anecdotal information suggests that two-year startup grants for Navigation 101 are not sufficient to sustain the program. OSPI's June 9, 2008 proposal to the Basic Education Finance Task Force included funding for Navigation 101 as a part of basic education financing, thereby effectively addressing the sustainability issue. OSPI's proposal also included additional resources to help students learning English gain language proficiency and master academic content. The Basic Education Finance Task Force will submit its final report to the Legislature in December 2008. The Council may want to consider weighing in on the report, either prior to its production or after as it is considered during the 2009 legislative session.

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- More support is needed to maintain and strengthen community youth agencies. One contact mentioned that Southeast Asian students do not feel connected to the schools. Most programming, especially extra-curricular activities are designed for mainstream students, not high-risk students or recent immigrants. Therefore, these students don't feel attached to the schools and they rely on community resources like youth centers.

HEALTHIEST STATE POLICY PRIORITY
HEALTH EQUITY THROUGH EDUCATION EQUITY
November 21, 2007

Health disparities are differences in the incidence or prevalence of illnesses, injuries, deaths or receipt of health services between sub-groups within the population. These disparities are prominent between racially, ethnically, economically and educationally disadvantaged individuals and others. This year, WHF focused health disparities reduction efforts primarily on educational attainment (perhaps the strongest single health determinant), but also on other disparities in the treatment of racial and ethnic groups.

Our state ranked 30th last year in “on time” high school graduation overall, with not more than three out of four high school freshman graduating in four years. Worse yet, not more than two Hispanic, African-American and Native American students received their diplomas for every three Caucasians. Its close relationship to lifelong health status makes this “educational achievement gap” a prime policy focus for WHF, because adequate state education funding and programs, especially efforts to help struggling students, are among the strongest long-term state policy tools to eliminate health disparities.

This year, Governor Gregoire and the Superintendent of Public Instruction proposed, and the legislature approved, several bills and significant funding increases for our state’s early learning and K-12 systems overall. Many of the proposals grew out of a two-year study effort, led by the governor and the superintendent, known as *Washington Learns*. A large number of initiatives were authorized in programs for low-income families, who tend to be disproportionately minority community members, to help them receive quality early learning and K-12 education, all in an effort to close the education “achievement gap”. The most significant of these included:

- **SB 5841**, *Enhancing student learning opportunities and achievement*. The bill begins by amending the state’s goals in basic education in ways that emphasize academic success for all students toward becoming “responsible and respectful global citizens”. A new goal is added regarding understanding cultural diversity. The bill goes on to phase in full-day kindergarten, beginning in our state’s poorest school districts, with links to early learning programs. It establishes several intensive demonstration programs in grades K-3, and for English Learners, and seeks to use the experience gained in the demonstrations to train future teachers. It creates tutoring programs, fixes holes in the special education safety net and much more.
- **HB 1573**, *Authorizing a statewide program for comprehensive dropout prevention, intervention, and retrieval*. The bill creates local partnerships of schools, families and communities who can provide dropouts or students at risk of dropping out of school with assistance and support to facilitate the continuation of their education. The legislature appropriated \$5 million for implementation.

SHB 1123, the state’s biennial budget bill, contained hundreds of millions in new funds to improve education, in many instances by targeting the education achievement gap for low-income and minority students.

A total of \$340 million was provided to reduce class size, provide a wide range of new programs and provide targeted assistance with math and science.

Most significant among these new programs for closing the achievement gap were:

- \$140 million authorized by Initiative 728 to reduce class size in K-4 and in other classes up to grade 12 where students are struggling, to provide additional teacher training and more to help struggling students;
- \$51 million to begin phasing in all-day kindergarten in low-income communities;
- \$16.8 million for the Learning Assistance Program to provide more teacher time with struggling students;
- \$3 million for three K-3 demonstration programs targeting low-income children;
- \$5 million to begin “Building Bridges for Drop Out Prevention” (**HB 1573**);
- \$3 million for after school grants for schools with struggling students, including “Communities in Schools”;
- \$1.3 million for demonstration programs to help English Learners in high school;
- \$3 million to enhance Middle School Career and Technical Education (**HB 1906**);
- \$1 million for pilot programs in alternatives for completing high school (**HB 1051**);

- \$1 million for an Indigenous Learning Pilot Program to provide three schools with curriculum and online learning programs about Washington's tribal history, including social studies and science; and
- \$150,000 for Seattle Compaña Quetzal, a coalition of parents, youth, and community organizations dedicated to reducing the achievement gap for Latino students.

Furthermore, it is anticipated that many of the programs financed by the legislature's \$93 million investments in math and science remediation will especially help low-income, racial and ethnic minorities who make up a disproportionately large share of this group.

Next Steps Toward Health Equity

Maintaining a Long Term, Coordinated Focus on Eliminating the Education Achievement Gap

As we anticipate implementation of the programs funded in the 2007 legislative session, and see them evaluated for their impact on closing the educational achievement gap, we consider what next steps might be taken to strengthen these and existing educational interventions for students of color in Washington. We believe that over the coming few years, a wealth of new information and experience will flow from these initiatives. To see that this new information is used to the greatest advantage, we believe a focused effort should be undertaken to monitor these initiatives, to search out best practices in other states, and to maintain a broad based, articulate and well coordinated focus on eliminating the education achievement gap as a key social determinant of health. For these reasons, we will advocate that the Governor's Coordinating Council on Health Disparities include education among its early priorities for the plan it is required to produce to eliminate health disparities. (Information about the Council, including current materials regarding its deliberations, which include placing a priority on education in its developing long range planning effort, can be found at <http://www.sboh.wa.gov/hdcouncil/default.htm>)

Instituting Cultural Competence Quality Improvement Processes in the School System

Cultural competence in education, as in healthcare, has been demonstrated to help make educational systems more sensitive and relevant to students of color and non-English speaking students, and to support their achievement. These interventions may be particularly relevant now, following the Supreme Court decision on Seattle's voluntary desegregation efforts. Schools and classrooms already isolated by race/ethnicity, poverty and language are likely to remain isolated into the future.

Cultural competence should include training of teachers and staff, and an increase of teachers of color and bilingual teachers in classrooms. But research on cultural competence in health care settings, WHF's own experience in providing grants to increase cultural competence and diversity in health care, and research on sustaining change in organizations generally all point to the need for broader and deeper efforts. Normative change is required. Such change requires organization wide support to sustain new ways of doing business that reward cultural competence and build it into daily routines. Accordingly, WHF will advocate for redoubled efforts to make cultural competence the norm in our schools. More specifically, we will work in the 2008 legislative session for:

- Initiatives to increase the receipt of cultural competence training in teacher preparation programs,
- The use of existing professional development funds now available in some low income districts to institutionalize staff training and organization wide quality improvement processes regarding cultural competence in schools. Such programs should consider student perspectives and should involve teachers, administrators and other school staff, and should be evaluated for their effectiveness, and
- Expanded incentives for the training and deployment of highly qualified teachers from communities of color and those with bilingual abilities. The Future Teachers Conditional Scholarship and Loan Repayment program may be one mechanism to encourage such individuals to enter teaching.

For more information, please contact WHF Policy Director Don Sloma DonS@whf.org, or WHF Lobbyists Sandi Swarthout SSwarthout@comcast.net or Ryan Spiller rspill@comcast.net.

Education Briefing Document
Presented to the Governor's Interagency Council on Health Disparities
September 20, 2007

Education, along with income and occupation, are common measures of socioeconomic position. For the purposes of this briefing document, education is measured by college graduation rates and on-time high school graduation rates.

CRITERION #1: PREVALENCE / INCIDENCE

- In 2006, 36.2% of Washington adults had completed at least four years of college, 31.4% had completed some college, 24.3% were high-school graduates, and 8.1% had less than a high-school education.
- Data from the 2004-2005 school year revealed that 74% of Washington students graduated on-time (i.e., within four years).

CRITERION #2: SEVERITY

- Washington adults with lower levels of education are more likely to smoke, binge drink, be obese, and eat fewer fruits and vegetables, than adults with more education.
- Populations with less education have lower levels of health literacy, are less likely to have health insurance, and are less likely to use medical services, particularly preventive health services, than populations with more education.
- In Washington, lower levels of education are associated with higher rates of diabetes, drug-induced deaths, and deaths from breast cancer, heart disease, stroke and suicide.
- There is substantial evidence documenting higher mortality rates among people with lower levels of education compared to those with higher educational levels.

CRITERION #3: DISPARITY

- In Washington, from 2003-2005, the proportion of residents with a college education was lowest for Hispanics (16%), followed by American Indian/Alaska Natives (18%), blacks (28%), whites (42%), and Asians and Pacific Islanders (59%).
- The Index of Disparity for not having a college education was 81%.
- On-time high-school graduation rates were lowest for American Indian and Alaska Native students (55%) and Hispanic students (60%), and highest for Asian and Pacific Islander students (80%) and white students (78%).
- In 2006, women in Washington were less likely to have completed at least four years of college (34.6%) than men (37.9%).

The Index of Disparity is the average of the difference in rates between the racial/ethnic group with the "best" rate and all other racial/ethnic groups.

Keppel KG et al., Measuring progress in healthy people 2010. Statistical Notes, no 25. NCHS, 2004.

**Consistent with Keppel et al., (2004), college education rates were transformed to rates for not having a college education for purposes of calculating the Index of Disparity.*